

Successful Practices in School Districts for Students with Disabilities

Long Beach Unified School District, CA
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LBUSD Demographics



- 7.7% or 7,711 SWD
- **48%** or 3,681 LD
- 36% LEP/Special Education
- 70% of total population receive Resource Services
- 38% of teachers do not hold teaching credentials
- ■60% of Central Office is general education administration and teachers via reorganization efforts

- District Pop. = 97, 500
- 45% Hispanic
- 20% African American
- 18% Caucasian
- 14% Asian/Pacific Islander
- 28.6% Below poverty
- **37.4%** LEP
- 50% LEP/FEP
- 68% Free & Reduced Lunch

The Three Constants...



CHANGE PRINCIPLES CHOICE

- Office of Special Education Goals
 - Effective Standards-Based Instruction in All Classrooms
 - Legally Defensible Programs
 - Customer Service

Mission Statement



The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

The Office of Special Education promotes the mission of the Long Beach Unified School District for students at risk, including those with disabilities.

Our Principles



- We are child-centered
- All kids can learn and will learn
- We are committed to a trans-disciplinary approach to intervention
- We will make a difference
- We choose to be resilient
- We value all children
- We value and respect each other
- We are life-long learners who apply what we learn
- We are reliable, knowledgeable, and accessible

Rubber Hits the Road



- Focus on effective standards-based instruction
 - Effective Instruction Checklists
 - Course outlines for secondary SDCs
 - RSP revamp
- Cruising all classrooms Walkthroughs
- General education targets "unpacking standards"
- Teacher support forums (bring a pal)
- Staff development opportunities
- Professional development opportunities (6 year catch up plan)

Rubber Hits the Road



- Literacy training & coaching by gen. ed. folks
- Retooling student success teams
- Individual learning plans for "at-risk"
- District-wide norms for CBM- Rdg/Math
- Disaggregating assessment data for all students
- Principal monthly status sheets/ principal advisory
- Instruction over compliance
- Legally defensible programs = Compliance

RELATIONSHIPS, INSTRUCTION, RELATIONSHIPS

Laser Like Focus for '03-'04



Effective Standards-Based Instruction in All Classrooms

Where we were...2000

- "Hit and Miss" training opportunities
- Resource Programs: "co-teaching" or pullout
- □ SDC Class 1 teacher, 5 courses, 4 grade levels
- **□"Hit and Miss" assessment**
- "Pulling from here and there"

High School Reform



Reading/Math Interventions

Access to General Ed. Curriculum

Course Outlines

Assessments

Professional Development

Site Responsibilities

Power Standards

Unpacking Standards

Unpacking Standards: LBUSD Style



Content Standard: Compare the original text to a summary to determine whether the summary accurately captures the main idea(s), critical details, and conveys the underlying meaning.

Bloom's Level for Standard: Analysis & Evaluation

Teaching Points: Concepts to be taught

Vocabulary to be taught

Critical Attributes of Assessment:

Sample Open-ended/Construct Response:

Sample Multiple Choice Stems:

Unpacking Standards



Focus Question: How can administrators provide leadership in helping students meet the standards?

- Which standard(s) are you working on? How did you come to choose that standard?
- What is your objective? How did you come to choose that objective?
- What came before this objective? What will come next?
- How did you come to choose this order of presenting the info to be learned?
- How will you assess this standard? How do you know students 'got it?'

Curriculum and Instruction



Reading Interventions

- Lindamood-Bell
- LANGUAGE!

Math Interventions

Double Block

Access To General Education Curriculum

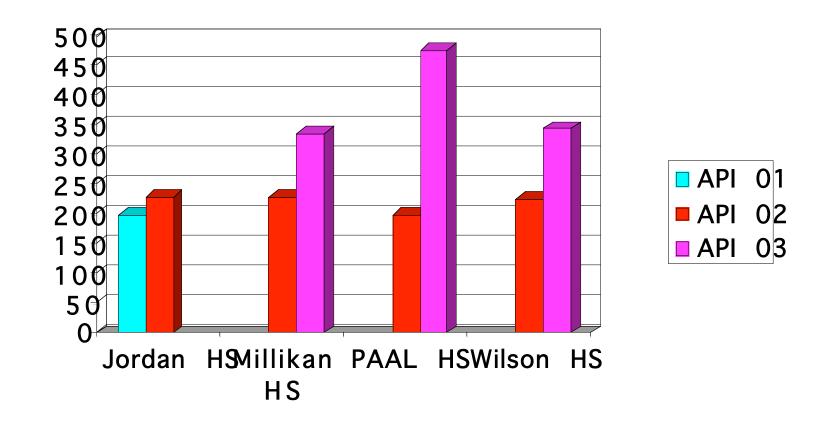
- Strategies For Success
- Course Outlines

How do we know how we are doing?

API Reading Gains LANGUAGE! I SDC

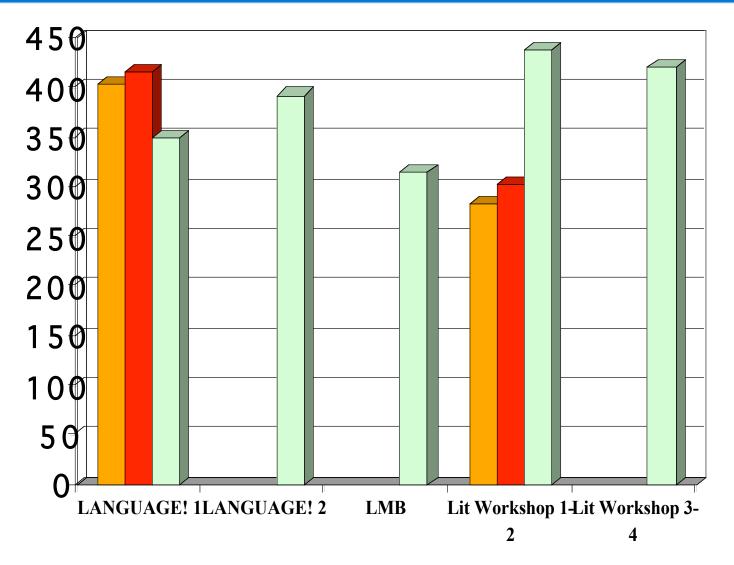
9th-12th Graders Reading at: Pre-Primer, 2.5 Grade Level

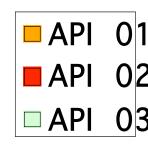




API Reading Gains Reading Intervention Programs 9th-12th Graders: Special Education Students Only







Strategies For Success (SFS)

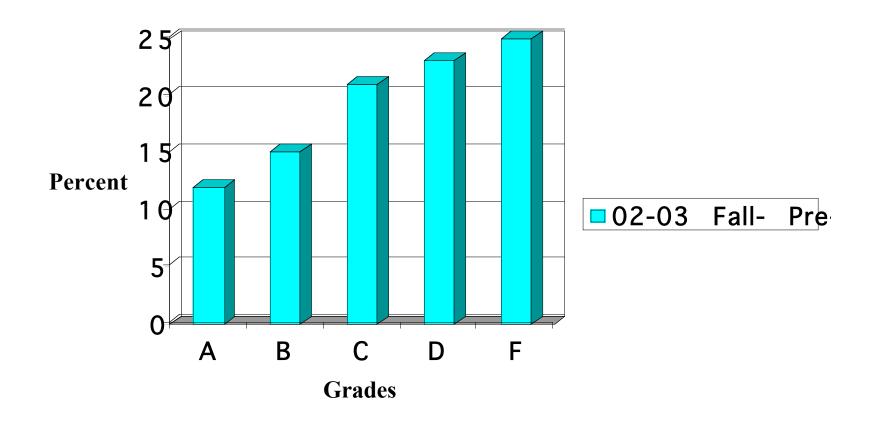


Instruction from a "Highly-Qualified" teacher CA High School Exit Exam
Overwhelmingly low pass/success rate
Supplemental Instruction vs. Supplanting
Study Skills Instruction

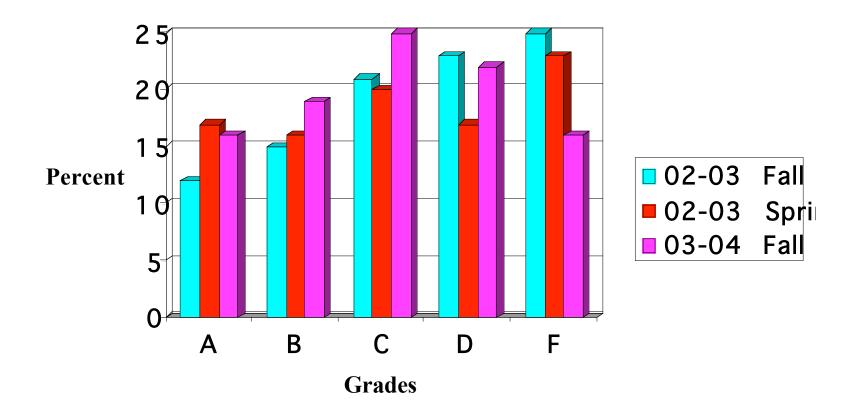
- Direct Instruction
- Curriculum Continuum for grades 6–12
- Pacing

Core Content Support

Cabrillo H.S. Semester Grades for H.S. RSP Students Pre-SFS

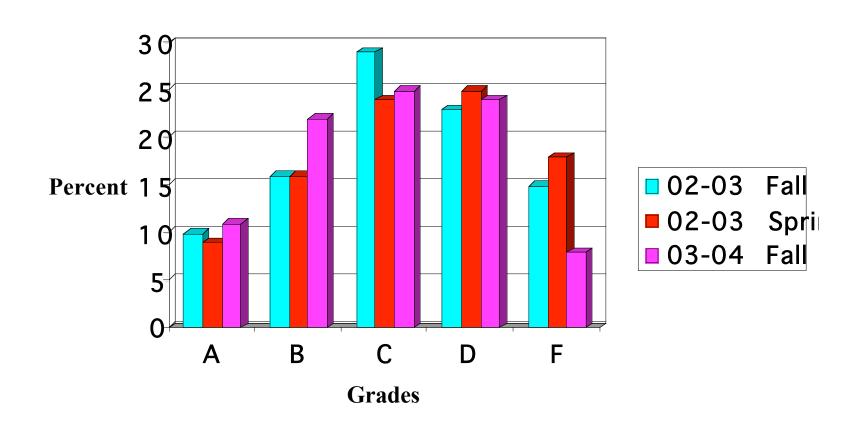


Cabrillo H.S. Semester Grades for H.S. RSP Students After Two Semesters of SFS



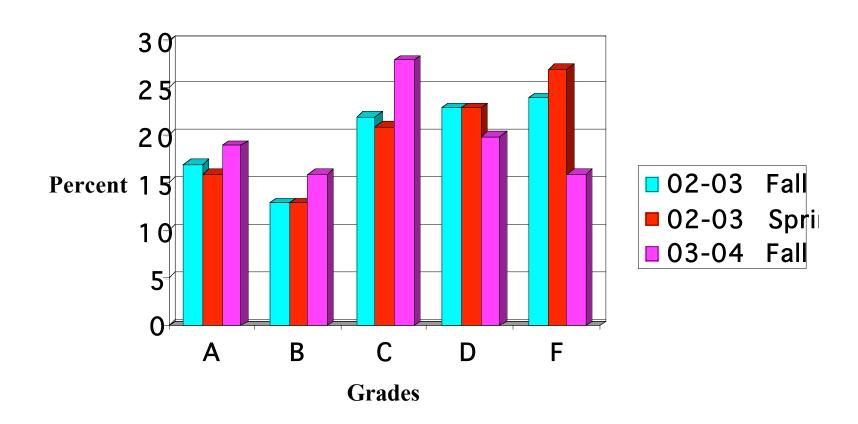
Jordan 9th Grade Academy Semester Grades for H.S. RSP Students





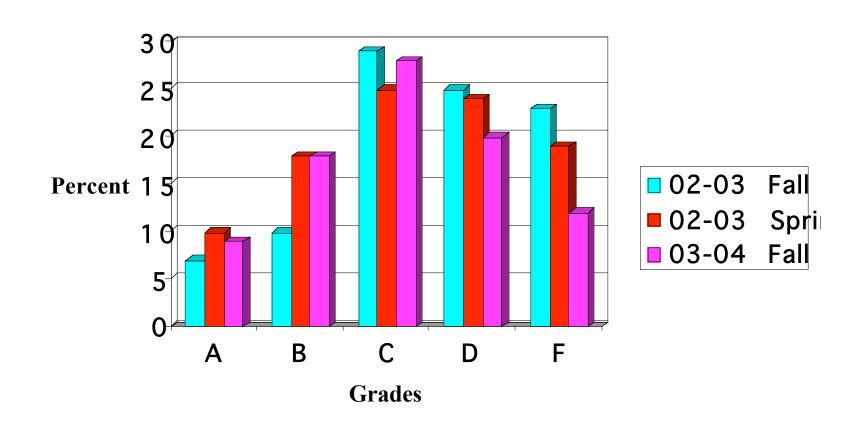
Poly H.S. Semester Grades for H.S. RSP Students





Reid H.S. Semester Grades for H.S. RSP Students





The Tough Work...



- RSP teachers embracing change
- Site administrator support
- General education teachers accepting responsibility for RSP student learning
- Communication with general education

...and the Road to Success



- RSP teachers develop the course
- Support workshops
- Data collection
- Semester grades
- Action plans
- Walkthroughs
- Newsletters: Tips, Reminders, and Kudos

... and more Success



Communication with the Site Administrators Surveys: Teacher, Parent, Student

- If the shoe doesn't fit, must we change the foot?
 - Gloria Steinem
- Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.
 - Henry Steele Commager

Special Education Stoplight Data



Performance Measure	Target	Level		Trend
Improve Instruction		01-02	02-03	
% students participating in state assessment	90%	82%	95%	
% eligible students taking STAR w/ accomodations	60%	70%	29%	
% eligible students taking STAR w/no accommodations	40%	30%	66%	
% students participating in alternate assessment	< 10%	7%	5%	
% credentialled new hires	90%	NA	55%	

Special Education Stoplight Data



Performance Measure Target Le	vel	Improve Instru		ıction 01 -
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If you don't like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time.

- Marian Wright Edelman